

MCCORMICK ELEMENTARY

615 Clayton Street
McCormick, South Carolina 29835

GRADES K-4 Elementary School

ENROLLMENT 288 Students

PRINCIPAL Eleanor S. Rice 864-465-2292

SUPERINTENDENT Sandra Calliham, Ed.D 864-465-2435

BOARD CHAIR Oscar M. New 864-465-2329

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	18	62	24	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	Yes
2004	Average	Unsatisfactory	Yes

DEFINITIONS OF DISTRICT RATING TERMS

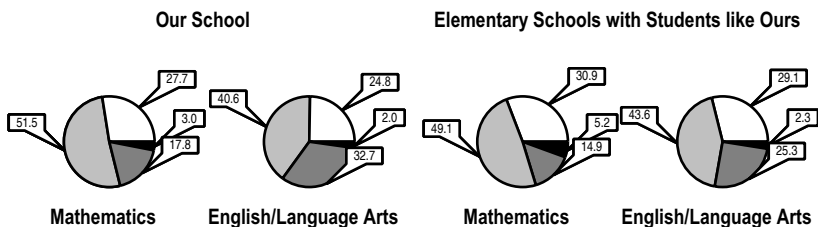
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

48.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	104	100.0	25.2	39.8	33.0	1.9	49.5	Yes	Yes
Gender									
Male	60	100.0	25.4	45.8	27.1	1.7	45.8		
Female	44	100.0	25.0	31.8	40.9	2.3	54.5		
Racial/Ethnic Group									
White	13	100.0	25.0	25.0	41.7	8.3	58.3	I/S	I/S
African-American	91	100.0	25.3	41.8	31.9	1.1	48.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	86	100.0	18.8	41.2	37.6	2.4	57.6		
Disabled	18	100.0	55.6	33.3	11.1	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	104	100.0	25.2	39.8	33.0	1.9	49.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	104	100.0	25.2	39.8	33.0	1.9	49.5		
Socio-Economic Status									
Subsidized meals	85	100.0	25.9	41.2	32.9	0.0	47.1	Yes	Yes
Full-pay meals	19	100.0	22.2	33.3	33.3	11.1	61.1		

Mathematics - State Performance Objective = 15.5%									
All Students	104	100.0	28.2	51.5	17.5	2.9	35.9	Yes	Yes
Gender									
Male	60	100.0	27.1	54.2	15.3	3.4	35.6		
Female	44	100.0	29.5	47.7	20.5	2.3	36.4		
Racial/Ethnic Group									
White	13	100.0	8.3	50.0	33.3	8.3	41.7	I/S	I/S
African-American	91	100.0	30.8	51.6	15.4	2.2	35.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	86	100.0	24.7	50.6	21.2	3.5	43.5		
Disabled	18	100.0	44.4	55.6	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	104	100.0	28.2	51.5	17.5	2.9	35.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	104	100.0	28.2	51.5	17.5	2.9	35.9		
Socio-Economic Status									
Subsidized meals	85	100.0	29.4	52.9	15.3	2.4	32.9	Yes	Yes
Full-pay meals	19	100.0	22.2	44.4	27.8	5.6	50.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	57	100.0	21.4	42.9	33.9	1.8	35.7
	Grade 4	65	100.0	42.9	39.7	17.5	N/A	17.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	53	100.0	19.2	34.6	42.3	3.8	46.2
	Grade 4	51	100.0	31.4	47.1	21.6	N/A	21.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	57	100.0	19.6	53.6	23.2	3.6	26.8
	Grade 4	65	100.0	34.9	44.4	15.9	4.8	20.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	53	100.0	32.7	50.0	15.4	1.9	17.3
	Grade 4	51	100.0	23.5	52.9	19.6	3.9	23.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 288)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.0%	Down from 4.4%	3.6%	2.7%
Attendance rate	97.4%	Up from 96.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%		6.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%		5.3%	3.5%
Eligible for gifted and talented	0.9%	Down from 2.4%	6.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.6%	Up from 3.8%	8.5%	8.2%
Older than usual for grade	1.0%	Down from 1.3%	2.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	33.3%	Up from 26.7%	47.5%	51.4%
Continuing contract teachers	85.2%	Up from 66.7%	82.8%	87.5%
Highly qualified teachers**	95.7%	N/A	94.0%	95.0%
Teachers with emergency or provisional certificates	12.0%		2.2%	0.0%
Teachers returning from previous year	76.7%	Up from 63.6%	84.7%	86.7%
Teacher attendance rate	93.3%	Down from 96.1%	94.7%	94.9%
Average teacher salary	\$37,785	Up 3.2%	\$40,146	\$40,760
Prof. development days/teacher	20.8 days	Down from 21.4 days	13.3 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 15.7 to 1	17.5 to 1	18.9 to 1
Prime instructional time	90.0%	Down from 91.3%	89.6%	90.0%
Dollars spent per pupil*	\$8,824	Up 35.4%	\$6,476	\$6,044
Percent of expenditures for teacher salaries*	61.0%	Up from 60.7%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McCormick Elementary School had a very successful year even though there were some challenges. Many of our parents were activated by the Armed Forces. Some were assigned to duty in Iraq. Upon returning to McCormick, these parents presented the school with a United States flag that had been secured to an F-16 and flown during combat in Iraq in honor of our students and staff. The flag and a certificate hang in a special place in our school.

Our students were provided with a year of wonderful and exciting learning opportunities. Our focus was on meeting the needs of all of our students by providing high quality learning experiences.

Small student-teacher ratio enabled our students to receive more individualized instruction. An after-school tutoring program (ARK) focused on academically at-risk students. Our students showed growth not only in the academic areas but in citizenship as well.

All of our teachers meet the qualifications specified in the "No Child Left Behind" Act. Mary Greene Thomasson and Judy Freeland are Nationally Board Certified. Several other teachers are in the process of obtaining this certification.

Through the efforts and resources of SC READS, our teachers received additional literacy training. All of the teachers participated in book study groups.

With the continued support of students, parents, teachers, staff, and the community, McCormick Elementary School will continue to grow and build a brighter future for the children of McCormick.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	46	40
Percent satisfied with learning environment	92.6%	88.9%	52.6%
Percent satisfied with social and physical environment	88.9%	84.4%	55.3%
Percent satisfied with home-school relations	77.8%	82.2%	73.7%

*Only students at the highest elementary school grade level at this school and their parents were included.